



Montana Office of Public Instruction
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In-state toll free 1-888-231-9393
www.opi.mt.gov/IndianEd

Model Lesson Plan

Social Studies Grades 7/8

Topic 3 - Stereotypes

Stage 1 Desired Results

Established Goals:

Identify and differentiate ways regional, ethnic and national cultures influence individual's daily lives and personal choices. (SS6:B8.3) Lesson focus will be on how stereotypes are formed as a result of these influences.

Understandings:

Stereotyping can be both positive and negative.
[EU2]

Identity is established and developed based on one's experiences.

Stereotyping a person according to perceived group characteristics can be harmful. [EU2]

Misconceptions about people need to be corrected whenever noted in one's reading and discussions.
[EU2]

Some books and materials may contain positive and negative stereotypes which impact Indian identity.
[EU2]

Good readers identify the stereotypes and voice these in their discussions and critiques.

One should know his/her own ignorance, and how thoughts and actions can prejudice understanding.
[EU 2]

Essential Questions:

Depending on the book read/listened to, the teacher will need to ask Essential Questions involving:

How does who I am shape my views?

What stereotype was created? How?

What are the limits of my understanding?

What are my blind spots?

What might I misunderstand because of my own prejudices, habits, and/or styles?

What makes sense?

What was the writer/artist/performer feeling, thinking, seeing, and trying to make me feel and see?

What were the intended and unintended effects?

Students will be able to...

Show respect and awareness of another's culture.

Identify stereotypes created by an author in a story or book.

Students will know...

Stereotyping Indian behaviors has caused permanent harm to individuals and tribes.

Many books and materials contain harmful stereotypes

<p>Explain how one's identity is affected by stereotypes.</p> <p>Identify stereotypical comments in a story/book, and as a member of a group, discuss and rewrite one comment so that it no longer contains a stereotype.</p>	<p>(in most cases unintentional).</p> <p>Good readers identify the stereotypes they read and identify the intended and unintended effects of such comments.</p>
<p>Stage 2 Assessment Evidence</p>	
<p>Performance Tasks:</p> <p>Read and discuss passages from a book which contains stereotypes or describes the results of stereotyping.</p> <p>Identify stereotypes (negative/positive) and discuss how you would feel if a negative comment were made about you.</p> <p>As a group member, rewrite a comment/passage that contains a stereotype; what did your group do to remove the stereotype or prejudiced comment?</p> <p>Other Evidence</p> <p>Ensure that students utilize their Glossaries to briefly identify terms such as <i>stereotypes</i>, <i>prejudice</i> and <i>identity</i>. Glossary of terms with definitions can be accessed at: http://www.opi.mt.gov/indianed/SocialStudies.html</p>	



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Stage 3 Learning Plan

Learning Activities:

Introduce the book/story and explain the special purpose of the lesson (see Established Goals and Understandings).

Prior to the lesson pick out key passages from the "Books to avoid" list on the Oyate Website – www.oyate.org
Many of these books are probably in your local library. Display text on an overhead or have handouts made.

Use the Essential Question starters to formulate key questions most pertinent to the work being read. Discuss the work in small segments so that students are able to identify stereotypes, prejudices and issues occurring in the material.

Stop at pivotal points and ensure that discussion identifies the stereotypes, prejudices and issues; make sure that students know the problems that occur as a result.

Perform group rewrites of a few stereotypical passages so that students learn to evaluate the writer's ideas. It is important they participate as a group to change a perception.

This particular lesson may take 2-5 days (50-minute periods), depending on the particular books utilized. Discussion and frequent active rethinking should keep student engagement and learning high.

Materials/Resources Needed:

For a review of books which contain numerous negative stereotypes visit the Oyate Website. Numerous examples of bias and misinformation in children's literature regarding American Indians can be found here: <http://www.oyate.org/books-to-avoid/index.html>

This resource was sent to every school library – please visit your local librarian to check it out.

Seale, Doris and Beverly Slapin, eds. *A Broken Flute: The Native Experience in Books for Children*. Berkeley, CA: Oyate Press, 2005. 463 pages. ISBN: 0-7591-0778-5

A Broken Flute deals with the issue of cultural appropriation in books for children, and evaluates hundreds of books for children and teenagers published from the early 1900s through 2004. According to a review in "Multicultural Review," it is "as close to comprehensive as a bibliography on a given subject can get." "Equally valuable," the review continues, "are the reflections of the reviewers and their children about the negative images perpetrated by mainstream society and its educational system as well as their own efforts to make their voices heard."